

Checklist of Components for Functional Analysis Assessment Report and Subsequent IEP Team Development of a Positive Behavior Intervention Plan

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PRESENT ?

- ☐ Statement on age, handicapping condition(s) and current class placement(s).
- ☐ Reason for referral
- ☐ Developmental/cognitive and communication abilities specified.
- ☐ Problem behavior is described in observable terms based on systematic observation.
- ☐ The severity of the problem behavior is stated in terms of frequency, duration and intensity (based on systematic observation).
- ☐ History of problem behavior, including the effectiveness of previously used behavior interventions.
- ☐ Summary of review of all educational records.
- ☐ Evidence of review of records for health and medical factors which may influence behaviors (medication, sleep cycles, health, diet).
- ☐ Summary of data collection, methods and outcomes.
- ☐ Statement as to what appears to be prompting, maintaining or reinforcing problem behavior based on an analysis of antecedents and consequences (analyzing environments in which behavior occurs or does not occur).
- ☐ Ecological analysis of the settings in which behavior occurs most frequently. (Physical setting, social setting, activities, nature of instruction, scheduling, quality of communication, degree of independence, degree of participation, amount and quality or social interaction degree of choice and the variety of activities).
- ☐ Evidence that information used to develop the plan was gathered from a variety of sources, including the parent/caregiver.

- ☐ Hypothesized function of behavior is identified. (gain something, avoiding, protest/escape).
- ☐ Alternative replacement behaviors are identified that produce the same consequences as the inappropriate behavior.
- ☐ Information is provided regarding alternative replacement behaviors including rate, antecedents and consequences.
- ☐ Reinforcers specific to this student identified.
- ☐ Positive programming for behavioral intervention is specified and may include: altering antecedents to prevent behavior; teaching alternative replacement behaviors that produce the same consequences; teaching the student adaptive behaviors which ameliorate negative conditions; manipulate the consequences so the alternative behaviors more effectively produce desired outcomes for the student.
- ☐ Acceptable responses for managing problem behavior when it occurs are specified (reactive strategies).
- ☐ Emergency intervention strategies are identified, are specific to the student, and are not inconsistent with legal mandate.

Any final plan adopted by an I.E.P. team must also include:

- ☐ If appropriate, schedules for altering procedures which can be made without reconvening an IEP.
- ☐ Precise criteria for discontinuing the plan and reconvening an IEP for major revision.
- ☐ On-going communication system is specified for monitoring effectiveness of this plan once implemented (frequency, method, between what parties).
- ☐ Recommendations are included for on-going documentation on effectiveness of plan.